



Approaching development of a new education programme in diagnostic radiography.

Item type	Presentation
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Citation	Partner, A. (2018), 'Approaching development of a new education programme in diagnostic radiography.' Presented at the International Society of Radiographers and Radiological Technologists (ISRRT) World Congress, Port of Spain, Trinidad and Tobago, 12th-15th April.
Publisher	International Society of Radiographers and Radiological Technologists (ISRRT)
Downloaded	29-Apr-2018 19:11:26
Link to item	http://hdl.handle.net/10545/622711

Approaching development of a new education programme in Diagnostic Radiography

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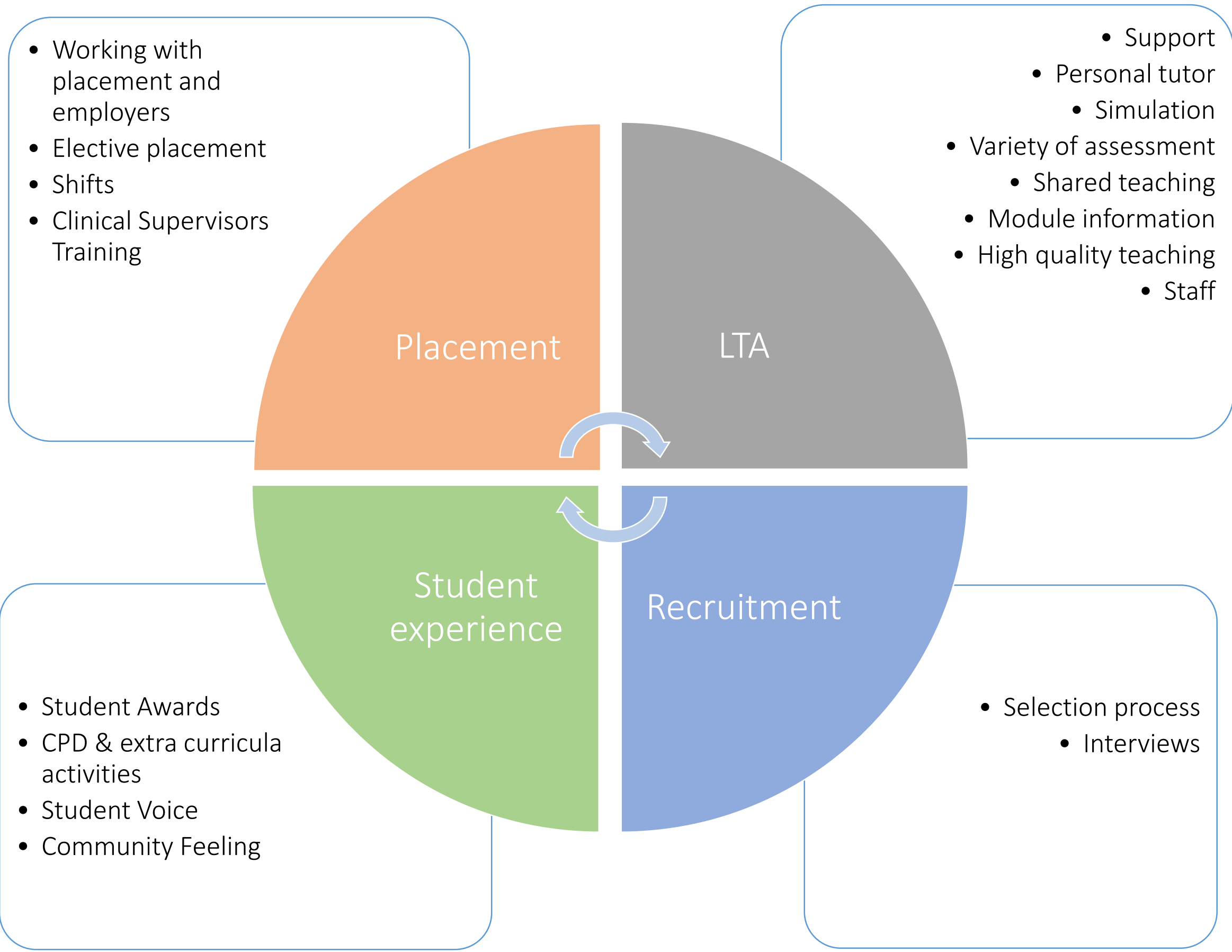
Background

Developing a new Diagnostic Radiography education programme or re-validating an existing programme is a large project, and is a multi-faceted complex process. Reviewing the most innovative ways to undertake learning, teaching and assessment (LTA) and embedding them into the programme is crucial to enhance the quality of education. Preparing graduates adequately for practice is vital to meet the demands of the workforce and ensuring radiographers are fit for practice. In the UK, removal of NHS Bursaries following the comprehensive spending review (HM, Treasury, 2015) has led to a more competitive environment where providers need to look for unique selling points to maintain a healthy position within the higher education market.



*Patient focussed philosophy, excellent tutor support,
links with placement, quality teaching,
Learning and experience in a real world
setting linking theory and practice*

Strengths

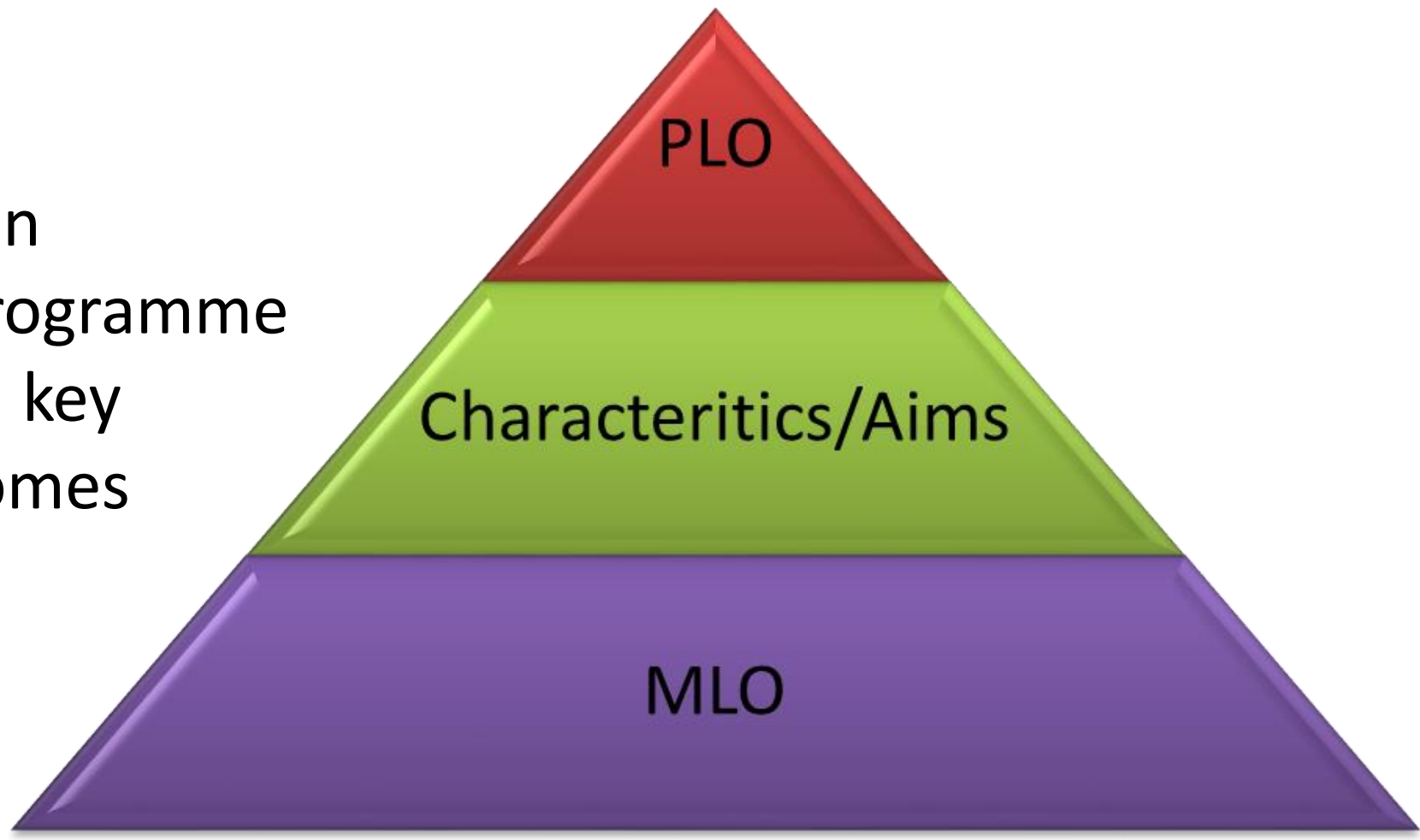


Methods

An appraisal of current legislation, national guidance and policies was undertaken to check for relevant stipulations for curriculum on professional health care programmes and Radiography specifically. A thorough assessment of all Professional Statutory and Regulatory Body (PSRB) and national level documentation was completed. Project planning started about two years prior to the start date.

Stakeholders were invited to a number of on-site sessions to brain storm what was needed of graduates over the next five years. It is important that views and input is gathered from a variety of stakeholders. In this case we consulted with: academics, placement providers, employers, service users, students and external examiners. After initial brain storming sessions, follow-up focussed sessions were divided into curriculum, assessment and placement. Strengths and areas for improvement were identified in the existing programme.

A process of transition mapping was undertaken from a top down approach. First considering programme learning outcomes (PLO), programme aims and key characteristics and then module learning outcomes (MLO) and their associated content.



Internal university strategies shaped the direction the programme adopted towards digital literacy, technology enhanced learning, simulation, assessment and the student experience. Consideration was given to the overall LTA strategies, facilities & resourcing, placement organisation, capacity, inter-professional learning (IPL), admissions, student support and employability. Themes were developed within modules across the programme which included:

- Placement
- Research and evidence based practice
- Continual professional development
- Reflection
- IPL
- Theatre
- Quality Improvement
- Imaging Technology
- Medical Imaging & technique
- Image evaluation & analysis
- Anatomy, pathology, illness & disease

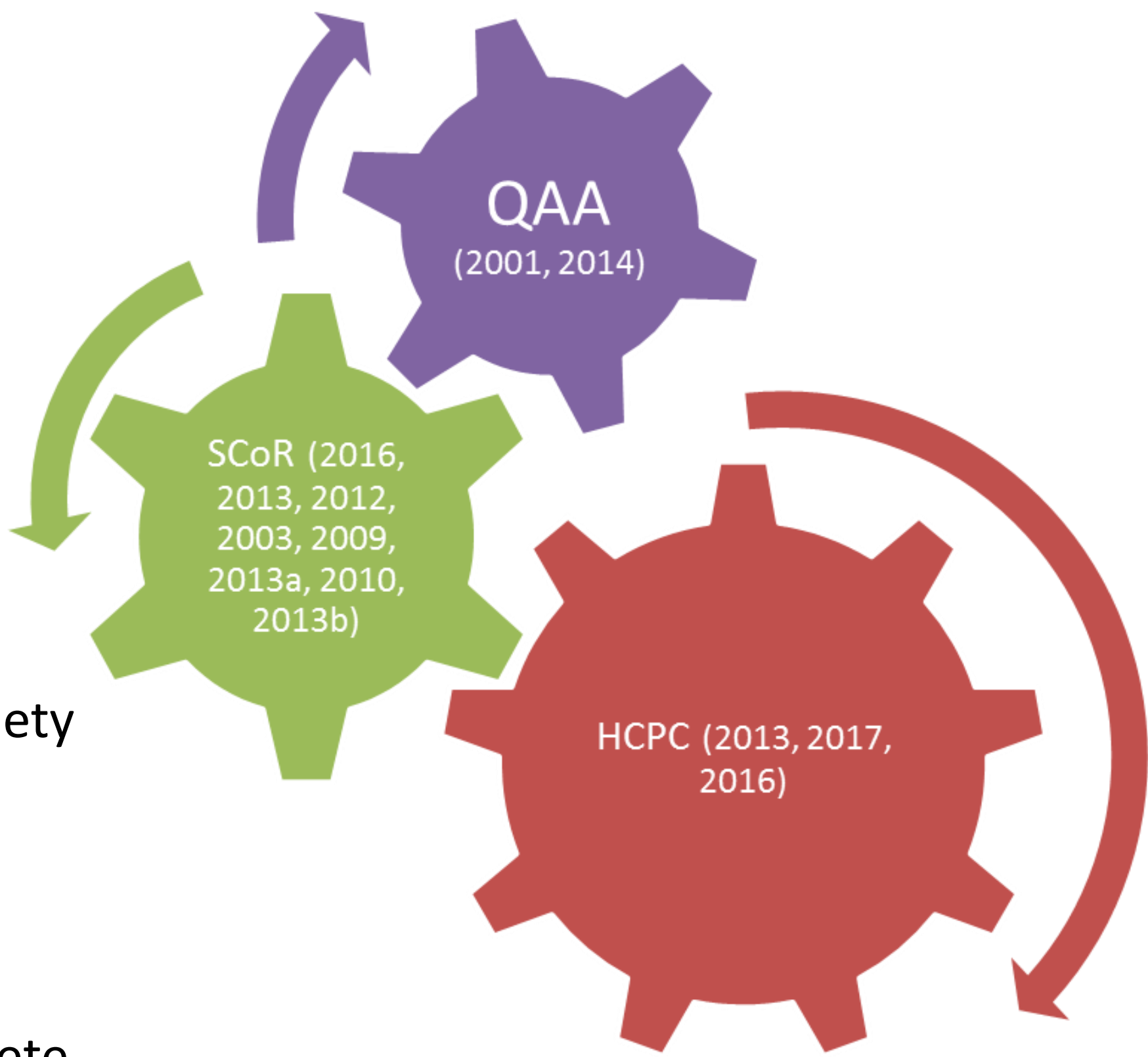


Results

Draft programme documentation was presented to a joint-university and PSRB validation panel to seek approval and accreditation. A number of mapping documents were done to ensure that the PSRB requirements were being met and completion of the programme would lead to a competent radiography who is eligible to apply for registration. The programme was designed to utilise a variety of LTA methods and embedded technology throughout to support student learning and engagement. As well as the documents in the figure to the right, publications from Health Education England, National Institute for Clinical Excellence and the Department of Health were also used. Finally, legislation is central to working safely. Consequently the programme has been designed to incorporate Ionising Radiation Regulations 1999, Ionising Radiation (Medical Exposure) Regulations 2000, European Basic Safety Standards and is compliant with all other health and safety standards.

Conclusion

The programme was approved by the joint panel. It was designed using innovative learning and teaching methods and a variety of assessment methods. Having themes, which built on topics throughout the programme, allowed these to be embedded more effectively. Looking at ways to offer placement in a more creative way and supporting this with simulation allows for increased capacity. Having the right programme impacts on recruitment, student experience, student attainment and employability. Once the programme has been delivered, an evaluation will be completed. It is necessary to keep up to date with new guidance and continually improve educational programmes to be able to produce competent graduates and compete as a business.



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